DEVELOPMENT OF EDUCATION METHODS FOR EARLY CHILDHOOD DISABLED CHILDREN THROUGH INCLUSIVE SCHOOLS

Teti Ratnawulan
Universitas Islam Nusantara, Bandung, Indonesia

Abstract
Everyone has the right to receive instruction regardless of physical appearance, religion, ethnicity, etc. One of the parties who has the right to receive teaching and education is disabled children. Disabled children often require a more specialized and integrated approach. Law Number 20 of 2003 in article 32 and Minister of National Education Regulation number 70 of 2009, namely by providing opportunities and opportunities for disabled children to obtain education in regular schools. Inclusive schools allow disabled children to study together with normal children, and are treated like normal children. This research aims to identify, design and implement a model for developing education for early childhood disabled children through an inclusive school approach. This research uses a qualitative approach with descriptive methods. The research results show that the development of early childhood education for special needs through an inclusive school approach utilizes a variety of learning methods. Lecture, question and answer, group discussion and practice methods are important instruments in facilitating the understanding and development of skills of disabled children such as the deaf, speech impaired, mentally retarded and physically disabled. Apart from that, the sorogan, bandongan, drill, cooperative learning and peer tutorial methods also contribute to creating an inclusive learning environment that supports children's cognitive, social and emotional growth. In conclusion, a responsive, inclusive and creative educational approach is very important to ensure that every child with special needs can access and understand lessons well in the context of an inclusive school.
Keywords Education, Disabled children, Early Age, Inclusive Schools

A. INTRODUCTION

Education in Indonesia has a crucial role in improving the quality of human resources. Educational resources can be obtained through various institutions, including formal institutions such as schools, informal institutions, and non-formal institutions (Dacholfany, 2017). In the context of formal education, schools are one of the institutions that have a central role. Currently, the role of schools is not only limited to being a place to gain knowledge, but also as a forum that provides skills for life in society. School is an environment that not only forms intellectual intelligence, but also develops social skills and independence (Ridwan, 2017).

However, the role of schools should not only be limited to children who are considered "normal". Disabled children, who may face limitations and difficulties in social interaction, should also be able to experience positive benefits from the educational environment (Nida, 2018). In fact, Law Number 20 of 2003 in article 32 and Permendiknas Number 70 of 2009 have provided a legal basis that mandates inclusiveness in education. Through this law, schools are required to provide

opportunities and opportunities for disabled children to receive education in regular schools (Mardhatillah, 2023). In this way, school is not only a place of learning but also an environment that supports the full development of every child's potential, regardless of differences or limitations (Jauhari, 2017).

Disabled children are often faced with stereotypes that regard them as helpless figures, so they tend to get sympathy rather than recognition of their empowerment. Unfortunately, this perception can have a negative impact, because disabled children often experience stigmatism and are excluded from the surrounding environment (Rahayu, 2013). Discriminatory treatment against them can occur systematically, especially in the educational context. Some regular schools refuse to accept disabled children, on the grounds that the teachers there do not have sufficient qualifications to guide them (Wijaya, 2019). This condition creates serious challenges for these children in getting a decent education.

Another problem faced by disabled children is the location of special schools which are often far from where they live. This limited accessibility can hinder their efforts to obtain education that suits their needs (Nuryati, 2022). As a result, some disabled children may be excluded from the learning opportunities they should receive. By understanding these challenges, it is important for the education system to design policies that support inclusivity, improve teacher qualifications, and create a learning environment that supports the development of every child, regardless of their conditions or limitations (Pratiwi, 2016).

To overcome the complex problems faced by disabled children, the importance of providing a variety of comprehensive educational services is very necessary (Setiawan & Apsari, 2019). This includes developing learning systems that can be adapted to individual needs, supporting facilities that are friendly to disabled children, and the role of teachers who not only teach but also provide motivation and constructive direction (Switri, 2022). Inclusive schools emerge as a very relevant solution, because they create an environment where disabled children can learn together with their peers without stigmatism (Setiawan et al., 2022). Schools can be places that facilitate the holistic development of disabled children, providing unlimited support to bridge gaps in education and increase their opportunities to participate fully in community life (Putri, 2022).

Inclusive schools play an important role in providing equal learning opportunities for disabled children, enabling them to receive education as they would in a public school (Baharum & Awwaliyah, 2018). The uniqueness of inclusive schools lies in their ability to provide much-needed support so that disabled children can realize their dreams. Through this approach, inclusive schools provide space for every child to grow and develop without any discriminatory restrictions (Nurwan, 2019).

One of the main aspects of inclusive schools is the presence of special teachers who accompany these children (Kartono et al., 2022). With assistance tailored to individual needs, special teachers not only act as educators, but also as a source of motivation and guidance that focuses on children's potential (Mahesa & Damri, 2013). This support not only creates a safe and inclusive learning environment, but also gives disabled children the confidence to pursue their

dreams with confidence (Desiningrum, 2017). Through inclusive schools, efforts to build a more inclusive society and ensure that every child has full access to education can be realized more effectively (Yusuf, 2023).

Education for disabled children in inclusive schools generally reaches the maximum level because it maintains a more controlled student ratio (Mirnawati, 2020). Compared to conventional schools, inclusive schools provide significant advantages by providing special attention to each student (Ulva & Amalia, 2020). A more balanced ratio of teachers to students in inclusive schools allows for a more in-depth individual approach, ensuring that each child with special needs receives attention and guidance that suits their needs (Ashari, 2021).

One of the key differences between inclusive schools and schools in general is the space provided for students with special needs. Inclusive schools create an environment that supports the growth and development of every student, regardless of their conditions or limitations (Kurniawan, 2017). Moreover, this school implements a collaborative teaching process that allows teachers to work together to develop learning strategies that suit the individual needs of each child. By deeply understanding the uniqueness of each student, inclusive schools create a strong foundation for inclusive and empowering education. This approach not only produces more positive outcomes for disabled children, but also builds a more caring and inclusive society. (Sunanto & Hidayat, 2017).

. The aim of this research is to investigate and develop a model for early childhood education for special needs through an inclusive school approach. By focusing on the advantages of inclusive schools in improving access and quality of education for disabled children, this research aims to identify appropriate educational models, and test their effectiveness in supporting the holistic development of disabled children. The benefits of this research include contributing to further understanding of inclusive strategies in the context of early childhood education with special needs, providing practical guidance for the development of inclusive education, as well as the potential for improving educational policies to create a more inclusive and empowering educational environment. By understanding and overcoming these challenges, it is hoped that this research will help create an educational environment that supports optimal development for every child with special needs.

B.   METHOD

This type of research is descriptive qualitative research, namely the data collected is in the form of words, images, not numbers. According to Bogdan and Taylor, as quoted by Moleong (2014), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Meanwhile, descriptive research is a form of research aimed at describing or illustrating existing phenomena, both natural phenomena and human engineering. The data collection method in this research is through library research and field research in the form of observations and in-depth interviews. The data collected in this research is divided into primary data and secondary data. Primary data is the result of observations and in-depth interviews with research informants at the research location, while secondary data is

data obtained from online news sites (websites), communication journals and books that are relevant to this research. Furthermore, the data analysis technique used in this research refers to the concept of Milles & Huberman (1992), namely an interactive model that classifies data analysis in three steps, namely Data Reduction, Data Display, and Conclusion Drawing (Verification).).

C. RESULTS AND DISCUSSION

a. Advantages of Inclusive Schools for Early Childhood Education with Special Needs

Inclusive schools are a form of education that includes disabled children and children without special needs in a regular learning environment (Madyawati & Zubadi, 2020). In this school, accepting disabled children is not only an ethical obligation, but is also balanced by providing special facilities and teachers who can support their needs. This concept encourages interaction and collaboration between disabled children and normal children, creating an inclusive learning environment (Wardhani, 2020). By designing inclusive schools in such a way, the learning process can take place in harmony, allowing every child to develop according to their potential without limitations or stigmatization. This approach not only creates fairness in education, but also creates a more inclusive society and supports diversity. The following are the advantages of learning in inclusive schools for disabled children

a. Supporting each child's needs

Schools with the concept of inclusion do not just focus on accepting disabled children, but go further, creating a learning system that supports the needs of all students, regardless of differences. In inclusive schools, the educational process is designed in such a way as to ensure that every child, whether they have special needs or not, can access learning opportunities and resources equally. Teachers and school staff work together to create an inclusive environment, supporting children's development in all aspects of their lives (Izzah et al., 2023).

The educational process that takes place in inclusive schools is not only beneficial for disabled children, but also for other children. Equality and inclusiveness are the basic principles on which this education system is based. Through daily interactions, children are invited to understand each other, respect and work together, creating a positive and supportive learning atmosphere. In this way, inclusive schools not only provide equal opportunities for the development of disabled children, but also enrich the learning experience of all students, building the foundation of a society that accepts diversity with open arms.

b. Every child is unique

Inclusive education emphasizes basic principles that recognize the uniqueness and potential of each child as a special individual. Considering each child as a unique entity highlights the importance of understanding differences in all aspects, including cognitive abilities and other characteristics. In inclusive education, no two children are considered the same, and this principle encourages a learning approach that focuses on developing the potential of each child. Recognition of these differences creates the foundation for providing equal opportunities for every learner, regardless of their background or special circumstances (Salsabila et al., 2021).

In contrast to the regular school approach which tends to generalize the learning process, including evaluation methods, inclusive education places emphasis on diversity of learning methods. Inclusive schools apply an inclusive approach to learning, accommodating various learning styles such as visual, kinesthetic and auditory. Thus, evaluation of children's development is not only carried out using a standard approach, but also involves various methods that suit the uniqueness of each child. This principle creates an educational environment that supports children's holistic development, ensuring that each student can develop optimally according to their unique potential.

c. Appreciate differences

With the integration of disabled children and other children in one school environment, an important lesson occurs about the value of respecting differences. Through daily interactions in the classroom, students will naturally experience the diversity of each individual's character, abilities and uniqueness. The presence of disabled children becomes part of everyday life at school creating an experience that provides a deep understanding of inclusivity (Rahim, 2016).

This learning process not only provides benefits for disabled children, but also for other students. They begin to see that diversity is something normal and accepted in everyday life. Respecting differences is a value that is reflected in everyday thinking and behavior, creating a strong foundation for a more inclusive society. This awareness helps break down stigmas and stereotypes against disabled children, promotes closer social integration and creates a more welcoming, supportive and tolerant school atmosphere. Thus, inclusive schools are not only places of education, but also places of learning about life that is full of diversity and uniqueness.

d. Ensuring Students Are Able to Meet Curriculum Standards

In the context of the uniqueness of each student, inclusive schools are committed to ensuring that each child can meet the curriculum standards that have been set. This approach requires creativity and adaptability in the learning process to accommodate various needs and learning styles. One of the strategies implemented is flexible student grouping, where students are grouped based on their abilities and needs, enabling learning that is appropriate to each individual's level of development and potential (Fajra et al., 2020).

In addition, to ensure the achievement of curriculum standards, inclusive schools are active in facilitating reading and literacy activities. It includes a variety of learning methods and materials tailored to student needs, ensuring that every child has access to resources that support their reading and writing abilities. Tutoring is also an important part of this strategy, providing additional support for students who need extra help understanding the material or overcoming learning difficulties.

e. Positive Environment

The system implemented in inclusive schools has succeeded in creating a positive environment, having an impact on both ordinary children and disabled children. The basic principles of inclusive education, such as respecting each individual and accepting differences as something normal, are implemented consistently in every aspect of school activities. The

continued application of these inclusive principles forms the basis for the formation of a school culture that promotes diversity and mutual respect (Hasan et al., 2014).

A positive environment in inclusive schools plays an important role in building children's character. Through inclusive daily interactions, children are taught to understand, respect, and work together with individuals who are different. This not only creates a safe and comfortable learning atmosphere, but also becomes an important foundation in forming positive social values. This positive environment makes a major contribution in forming good character in children, helping them develop the social skills necessary to interact with others in the future.

2. Early Education Methods for Disabled children Through Inclusive Schools

During the learning process, there are many methods of educating disabled children that are used by teachers in inclusive schools. However, of the many educational methods available, there are several methods that are considered the most effective. Here are some appropriate teaching methods for disabled children.

a. Communication Oriented

As the name implies, the "communication" learning method focuses on the use of communication activities as the main tool in teaching disabled children. In this approach, students are actively involved in various forms of interaction, both with fellow students, learning facilities, and with teachers as mentors. Communication is not only seen as an additional skill, but as the main foundation of learning, enabling disabled children to develop effective communication skills (Hendrayani et al., 2019).

Communication learning methods play a key role in helping disabled children to communicate well and get optimal learning results. With a focus on verbal and non-verbal skills, this method supports children's language and expression development, facilitating social interaction and active participation in learning activities. In addition, the use of various symbols, such as pictures and faco (face-to-face communication), provides an inclusive and adaptive approach, allowing children with varying levels of ability to engage in the learning process in a way that suits their needs.

The learning process that includes communication skills through the "communication" method not only strengthens academic foundations, but also opens up opportunities for disabled children to be more involved in social life and learning as a whole. This method not only involves verbal aspects, but also recognizes the importance of non-verbal communication and the use of symbols in helping children convey their ideas, emotions and needs in an effective way. Thus, the communication learning method becomes a valuable instrument in supporting the comprehensive development of disabled children in the educational realm.

b. Task Analysis

The task analysis method is designed to detail each aspect of the task that must be carried out in several competency indicators. This approach breaks down a task into a series of smaller component steps, breaking down its complexity into more understandable and executable chunks.

In the context of children's learning, this method is an effective tool to help them achieve predetermined learning targets (Angreni & Sari, 2022).

By breaking down tasks into clearly defined steps, the task analysis method provides a systematic and structured view of the abilities that children need to master. In this way, children can develop a deep understanding of the processes or steps that must be followed to achieve certain goals. This approach is especially valuable in helping disabled children or with certain levels of learning difficulty to overcome the complexity of tasks, so that they can understand, carry out and achieve learning targets more effectively.

c. Direct Instruction

The educational method for disabled children, known as direct instruction, adopts a structured approach with clear steps to provide a positive learning experience for children. The focus of this method is not only on transferring knowledge, but also on developing children's self-confidence. Positive learning experiences result from a systematic and targeted approach, giving disabled children clarity about what is expected of them at every step of their learning (Kasiyati, 2019).

Apart from increasing self-confidence, the direct instruction method also has a positive impact on children's motivation to always achieve. By providing clear instructions and positive reinforcement at each step of achievement, children get encouragement to continue trying and learning. This creates a learning environment that supports the development of independence and intrinsic motivation in disabled children.

The importance of presenting learning material in a form that is easily understood by disabled children is also a key aspect of this method. The simplicity and clarity of the learning material ensures that children can follow and understand each step well. Thus, the direct instruction method opens up opportunities for disabled children to achieve success at every stage of their learning, providing a strong foundation for their academic and social development.

d. Prompt

Finally, there is the prompts teaching method, which is assistance given to children so they can produce the correct response. Prompts provide assistance in the form of additional information to children so they can carry out instructions well. This method of educating disabled children consists of 6 types, including verbal prompts, modeling, gestural prompts, and physical prompts. Then there are also prompts peer tutorial and cooperative learning methods.

1) Verbal Prompts

Verbal prompts, or verbal assistance, are additional instructions given to provide additional information on a given task. The main function of verbal prompts is to provide verbal directions or explanations to children, telling them what they should do to complete a particular task. For example, when a child is learning to use a computer, verbal prompts can be used to provide additional information about the steps or procedures that must be followed. The teacher, for example, can give the child verbal instructions about the steps that need to be taken to turn on the computer, ensuring that the child understands the task clearly. Thus, the use of verbal prompts

helps facilitate children's understanding of the tasks given and increases their ability to complete activities more independently.

2) Gestural prompts

Gestural prompts, or assistance in the form of body signals, is a method of educating disabled children that uses hand, arm, facial and other body movements as a tool to provide additional information. This method is specifically designed to help children who are deaf and speech impaired by providing specific visual communication. Gestural prompts allow teachers or assistants to convey messages or instructions clearly through body signals, which include hand movements, facial expressions, or certain body movements.

3) Physical Prompt

Physical prompts involve the use of physical contact as an educational method, used when verbal or gestural prompts do not provide the child with the necessary information. This method involves touch or physical assistance which aims to provide direct guidance to the child in completing certain tasks or activities. Apart from being an alternative when verbal cues or body signals are insufficient, physical prompts also have another goal, namely developing children's physical abilities needed to carry out the tasks given.

4) Modelling

The modeling method is an effective strategy in educating disabled children, where tasks or concepts that are difficult to understand can be demonstrated so that children can know how and what to do. In this method, educators or adults demonstrate the desired task or behavior with the aim of guiding children to imitate and understand the concept. Modeling is especially useful when verbal instructions may not be sufficient, but the child is able to imitate behavior without direct physical assistance.

5) Peer Tutorials

Peer tutorial is a teaching method that combines students who have high abilities with peers who have difficulty understanding learning material. In this context, students who have a deeper understanding act as teachers or tutors for classmates who need additional help. This method provides opportunities for capable students to share their knowledge with peers who need extra support .

6) Cooperative Learning

Cooperative learning is a learning method that directs students with various degrees of ability to work together as a team to complete tasks or projects. In the context of learning for disabled children, this method has been proven to be one of the most effective and enjoyable approaches. By promoting collaboration between students, cooperative learning not only facilitates a deeper understanding of the material, but also develops social, communication and cooperation skills.

3. Education Methods for Disabled children Based on Characteristics

Apart from several teaching methods that have been explained previously, there are special teaching methods that are given according to the characteristics of the child. Teaching methods for blind, deaf, mentally retarded, physically disabled and hard of hearing children are different.

First, the teaching methods applied to support the learning of blind children involve various approaches, including lecture, question and answer and discussion methods. The lecture method is used to convey information verbally in a clear and structured manner. Questions and answers allow direct interaction between teachers and students, providing opportunities for blind children to actively participate in the learning process. Meanwhile, the discussion method promotes the exchange of ideas and understanding between students. Apart from these methods, the sorogan and bandongan methods are also applied to teach blind children. The sorogan method involves the use of sorogan aids or documented images to help blind students understand the material being taught. The bandongan method involves the use of musical instruments or vibrations as a learning medium, utilizing the sense of hearing and feelings of blind children. Drill is also a method applied in learning for blind children. This method involves repeating certain exercises or activities to strengthen the child's understanding and skills. Drills can be done repeatedly to help blind children master certain concepts or skills better.

Second, the teaching methods applied for deaf and hard of hearing children include TCL or Teacher-Centered Learning, which is a teacher-centered learning approach. This method helps deaf and hard of hearing children to focus more on the learning process. The teacher, as the center of attention, has a central role in providing information and guiding learning. For deaf children, this focus helps them develop language skills and understand information in a more focused way. Apart from that, TCL also provides special benefits for children with hearing impairments by minimizing the potential for accidents due to limitations in controlling emotions. With the teacher as a guide, the learning process can be organized in a more structured manner, creating a safe and supportive environment for children with hearing impairments. In this case, teachers can use a more targeted approach to help children manage their emotions, provide extra support, and minimize distractions that can hinder the learning process. Through the TCL method, deaf and hard of hearing children can benefit from the presence of a teacher who directs learning, creating a more focused and effective learning experience.

Third, in teaching mentally retarded children, teachers or supervisors can use lecture and question and answer methods as a learning approach. The teacher explains the learning material verbally, providing explanations that are structured and easy for children to understand. After that, the question and answer method is used to ensure children's understanding of the material being taught. Through the lecture method, teachers can provide information clearly and purposefully, creating a strong basis for understanding. This method allows teachers to focus on delivering material systematically. Meanwhile, by applying questions and answers, teachers can measure the extent to which children understand the material. The questions can be adapted to the child's level of understanding, giving them the opportunity to actively participate in the learning process. The combination of lecture and question and answer methods not only helps mentally retarded children to understand the material better, but also creates dynamic interactions between teachers and

students. By paying attention to the child's level of understanding through questions and answers, teachers can adapt learning approaches to meet the special needs of children with intellectual disabilities. Thus, this method becomes an effective tool for achieving learning goals by paying attention to the uniqueness and individual needs of each child.

Fourth, in teaching children with physical impairments, the teaching approach involves a combination of lecture methods, group discussions and practice. The lecture method is used to convey information verbally in a clear and structured manner, providing a strong basis for understanding to children. Furthermore, the group discussion method was adopted to encourage interaction between students, allowing them to exchange opinions and ideas regarding the learning material. Group discussions also create a collaborative learning environment, where children with physical impairments can support and learn from each other. Through group interactions, they can overcome obstacles and understand concepts from different perspectives. Meanwhile, the practical method allows children with physical impairments to apply the knowledge they have gained directly, measuring their understanding through real experience. The combination of these three methods is designed to provide a holistic learning experience, taking into account the diversity of abilities and needs of each child with a disability. The lecture method provides basic information, group discussions stimulate social interaction, and practice provides direct experience. With this approach, teachers or counselors can create an inclusive learning environment, ensuring that every child with a physical impairment can follow and understand lessons effectively.

D.   CONCLUSION

The development of early childhood education for special needs children through inclusive schools involves various learning methods that are adapted to the characteristics and needs of children. Education for disabled children requires an inclusive and holistic approach, where teachers or mentors utilize lecture methods, question and answer, group discussions, practice, as well as other methods such as sorogan, bandongan, drill, and so on. The importance of an individual and responsive approach in teaching deaf, speech-impaired, mentally retarded and physically disabled children is the main point in developing learning methods. Inclusive schools play a key role in creating an environment that supports the cognitive, social and emotional development of disabled children. With a variety of learning methods, teachers can overcome the unique challenges faced by each child with special needs. In addition, the application of cooperative learning methods, peer tutorials, and inclusive approaches can create positive and supportive learning experiences for all students. Education for early childhood disabled children through inclusive schools requires innovative, sensitive and adaptive learning strategies to achieve the goal of inclusive and comprehensive education for every child, without exception.

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